



**Rhode Island Pre-Kindergarten
Grant Application and Policy Guidance
2021-2022**

Background & Overview

Rhode Island's Pre-Kindergarten Program (RI Pre-K) serves as a national model for delivering high-quality early learning experiences to children four years of age in Rhode Island. Despite our state's [high ranking](#) for delivering high-quality instruction, Rhode Island still only ranks #35 in the nation for access to Pre-K.

RI Pre-K has expanded each year to serve more communities and its children. As of 2020, RI Pre-K serves 1,848 children in 16 communities across Rhode Island using a mixed-delivery model comprised of Head Start programs, local schools and community based childcare providers.

Rhode Island's Goal

Rhode Island aims to offer universal RI Pre-K to all four-year children by 2024. To achieve this goal, the RI Department of Education convened a working group of state agency early childhood leaders and advocates in 2021 to design new and innovative service delivery models to expand RI Pre-K to support RI's vision for strengthening the birth through age five early learning system by offering high-quality learning experiences to four-year-old children across the state. By building new, innovative and sustainable models for service-delivery, RI aims to expand its RI Pre-K reach to more interested families across the state.

RI Pre-K Definition

RI Pre-K is a tuition free, inclusive high-quality standards-based classroom, built on the existing early childhood education infrastructure. RI Pre-K programs serves all children who are 4 years of age by September 1st of the current year, prior to entering Kindergarten, who live in the community where the Pre-K is located.

RI Pre-K uses a mixed delivery system that includes public schools, Head Start and community-based childcare programs with coordinated recruitment efforts.

RI is recognized as a national Pre-K leader because RIDE requires and supports all RI Pre-K classrooms to achieve the same high-quality standards and achieve Comprehensive Early Childhood Education (CECE) regardless of setting.

RI Pre-K Hallmarks

RI Department of Education currently holds the following requirements for a classroom to be considered part of the RI Pre-K program. As RI works to design and pilot new models for delivering RI Pre-K, our shared definitions and indicators of quality may be adjusted to better reflect the needs and outcomes of our youngest learners.

RI Pre-K Hallmarks

- A full 6 hour, 180-days of high-quality early childhood instruction in a general education setting.
- Achieve Comprehensive Early Childhood Education (CECE) approval for *each* Pre-K class.
- Receive a minimum overall rating of 5 on an ECERS-3 observation.
- Taught by a Bachelor level or Pre-K-2nd Grade certified early childhood teacher and assistant.
- Have a CECE approved Education Coordinator, who supports the program, teachers and classroom practices with ongoing instructional leadership and supervision.
- Pre-K workforce participate in annual and ongoing Professional Development and Technical Assistance.
- Curriculum aligns with the RIELDS and is endorsed by RIDE.
- Uses a valid and reliable assessment tool, chosen by the state.
- Minimum enrollment of 18 children, not to exceed 20.
- All children receive an annual and timely child outreach screening through the school department.
- Collaborate with the local school district to provide special education services embedded into everyday classroom routines and activities
- Programs support the coordination of comprehensive family services, including before and after school care.
- RI Pre-K quality is monitored regularly by a state agency.
- Eligibility information (residency, income, DOB) is verified prior to the start of the school year.
- There is an attendance requirement as attendance is monitored by RIDE.

Building on RI's Mixed Delivery System with Innovative Pilot Service-Delivery Models

To date, RI Pre-K has been awarded to programs on a fully-funded classroom basis through a competitive grant application process. This document introduces new ways for Head Start, Community-Based, and LEA early learning providers to open RI Pre-K classrooms by building on existing programming. The goal of the new RI Pre-K service models is to include all partners that are already offering high-quality Pre-K, even when it is funded through another state or federal agency, to ensure a wide variety of options for families, and to be mindful of market saturation.

In order to be considered high-quality and part of the universal Pre-K goal, programs must meet the current definition of RI Pre-K and can expand through the models detailed in the following pages. All models will still be awarded through a competitive grant award process.

RI Pre-K FY 22 Pilot Service Delivery Models

Model 1 – RI Pre-K Traditional Funding

How it Works

The current RI Pre-K model provides money and support to selected classrooms, chosen through a competitive grant application process, to provide an opportunity for twenty 4-year-olds to access high-quality early learning. The RI Pre-K awards cover the entire cost of the classroom including salaries, materials, building expenses and various monitoring activities. All children enrolled in this model are selected through the RI Pre-K lottery.

Program Types

Community-based programs, Head Start programs, and Local Education Agencies (LEAs)

Program Eligibility

In addition to the requirements listed for all Pre-K sites, it is required that all programs applying for a full classroom have an identified space for the RI Pre-K classrooms to open without displacing children currently enrolled in the program. This typically means identifying a classroom that is licensed, but unused, or a new space that can be utilized.

Award Amount

Awards for a fully funded classroom range between \$170,000 and \$190,000 annually.

Application Instructions

To apply, providers can apply to open a fully-funded RI Pre-K classroom by responding to the grant application and submitting appropriate documentation.

Model 2 – Expand and/or Extend Current Head Start Classrooms *FY22 Pilot

How it Works

Head Start classrooms that meet the RI Pre-K definition, with the exception of length of day and/or length of year, are eligible to apply for RI Pre-K grant awards to support their program in moving to a 6 hour a day, 180 days a year model or for quality improvements to attain CECE approval. This would allow Head Start programs to extend the length of day, the number of days in operation and be included in RI Pre-K seats.

Program Types

Head Start programs

Program Eligibility

To be eligible for this grant the classroom needs to employ a Bachelor-degreed lead teacher, have an Education Coordinator that will provide staff support and supervision, be willing to attend RI Pre-K trainings and Communities of Practice, and achieve CECE approval for each class applied for in the application.

These classrooms would not be part of the current RI Pre-K lottery system and Head Start would continue to enroll children per their usual protocol. Head Starts will be expected to share TSG, enrollment and attendance data with RIDE.

Award Amount

The maximum award for this grant is \$50,000 per classroom and is based on the amount of lengthening (hours per day or days per year) each classroom needs.

For example, a classroom operating at 4 hours a day and 170 days could apply for \$165/hour to lengthen the day and an additional \$1,000/day to lengthen the school year. In contrast, a classroom that is already operating at 6 hours a day but only 170 days a year could apply for \$1,000/day to offset the cost of lengthening the school year by 10 days.

These awards will also be supported with the quality support contracts involved in RI Pre-K such as SUCCESS, LISC and PD/TA. TSG can be negotiated, if needed.

Application Instructions

To apply, providers will complete the application, submitting the appropriate documentation, along with verification of the current operation of the classroom.

Model 3 – Braid Funds for Head Start

How it Works

In the Braid Funds Head Start service model, Federal Head Start funds are used to pay for all children under the federal poverty line of 135% who qualify for Head Start. These children can be directly enrolled and do not need to enter through the lottery. The state RI Pre-K funds are used to provide Head Start Comprehensive Services and a seat in a Head Start classroom to those children who qualify for free and reduced lunch poverty guidelines (between 135% and 185%) as "below-income" families and over 185% as "above income" families based on the socio-economic population of their city or town. Braiding funding allows for children of varying social-economic backgrounds to participate in the same classroom.

Program Types

Head Start Agencies

Program Eligibility

To be eligible for this grant the classroom needs have a minimum of nine (9) children enrolled in Head Start seats, employ a Bachelor degreed lead teacher, have an Education Coordinator that will provide staff support and supervision, be willing to attend RI Pre-K trainings and Communities of Practice and achieve CECE approval for each class applied for in the application. These classrooms will share TSG data with RIDE.

Award Amount

The maximum award amount for this grant is \$130,000 per classroom. “Below and above-income” children that are chosen through the RI Pre-K lottery process at a rate of \$13,000 per child. The RI Pre-K funds are also used to extend the Head Start academic calendar from 170 days to 180 days in compliance with RI Pre-K guidelines. All of these classrooms must become CECE approved and all children count towards the total seat count of RI Pre-K and are reported to NIEER.

Application Instructions

To apply, providers will complete the application, submitting the appropriate documentation, along with the number of projected Head Start children enrolled in the classroom and a request for the number of children needed to be seated through the lottery.

Model 4 – Strengthen & Augment Current CCAP 4-year old Classrooms *FY22 Pilot

RI Pre-K recognizes the need to leverage federal funding to more thoughtfully integrate our state’s most vulnerable families in a high-quality learning experience. Families who participate in the Child Care Assistance Program (CCAP) often struggle with identifying high-quality care options for their children due to low reimbursement rates and limited care options. This model would enable families who participate in CCAP to preserve their current slot without fear of displacement, or disruption—creating a unique opportunity for their inclusion into a high-quality RI Pre-K classroom. This model would not require families who participate in CCAP to enter the RI Pre-K lottery in order to preserve their slot. Additionally, childcare providers serving children who participate in CCAP would not need to displace or reassign their current students who participate in CCAP to accommodate RI Pre-K funding.

How it Works

For children who are turning 4-years old by September 1, 2021, with an active CCAP certificate, and attending an RI Pre-K provider, will now be able to remain in their program and matriculate directly into the RI Pre-K classroom without entering the Pre-K lottery. Programs can offer their matriculating 4-year-olds, with CCAP subsidy, the chance to stay enrolled in their current program and the remaining seats will be filled through the RI Pre-K lottery process.

Programs will submit for CCAP reimbursement as they typically do through the CCAP portal, and then charge the differential of the per student cost to RIDE. RIDE will also cover all parent CCAP co-pays to ensure the program is entirely free to all families

Program Types

Community-based programs serving CCAP children

Program Eligibility

To be eligible for this grant, the applying classroom needs have a minimum of five (5) and maximum of twenty (20) CCAP children enrolled in the upcoming year’s RI Pre-K classroom, employ a Bachelor degreed lead teacher, have an Education Coordinator that will provide staff

support and supervision, be willing to attend RI Pre-K trainings and Communities of Practice, and achieve CECE approval for each class applied for in the grant application. These classrooms will share TSG data with RIDE.

Award Amount

The maximum award amount is not to exceed \$143,000. The base award factors in full reimbursement from CCAP with \$0 co-pay. The award can increase for families that have a co-pay as RI Pre-K funds will cover that cost to ensure the program is free to families.

For example, if the program has nine (9) CCAP funded children that are eligible for RI Pre-K and it is assumed that the program will bill CCAP for \$26,840 over the 44-week RI Pre-K school year, they may apply for an additional \$28,160 in RI Pre-K funds to cover each child up to \$11,000. Programs may then apply for 9 children to be enrolled through the lottery and receive an additional \$11,000/child for those seats. In this example, the program would apply for \$127,160 in RI Pre-K funds.

Classrooms will be required to participate in all quality supports such as PDTA from the Center for Early Learning Professionals, SUCCESS, LISC and quality monitoring such as ECERS and CLASS.

Application Instructions

To apply, providers will complete the application, submit the required documentation, along with the number of projected CCAP children enrolled in the classroom and a request for the number of children needed to be seated through the lottery.

Model 5 – Transform Special Education Preschools to General Education *FY22 Pilot

Providing students who are differently abled access to RI Pre-K is an equity issue. This new service model will allow more 4-year-old students who are differently abled to have the same opportunities as their peers and reduce the readiness gap at kindergarten entry. Currently, many preschools in school districts are special education classrooms and not meeting all of the RI Pre-K criteria.

How it Works

Additional funding would provide districts with the funds necessary to provide high quality RI Pre-K classrooms by supplementing the existing investment they receive through the funding formula, Title I, or other funding streams. In exchange for the funding, districts would sign an MOU to meet all RIDE CECE standards, share needed data with RIDE, and participate in all PDTA and monitoring activities.

Program Types

All LEA's

Program Eligibility

To be eligible for this grant the classroom needs to operate 6 hours a day for 180 days, employ a Pre-K -2 certified teacher, have an Education Coordinator that will provide staff support and supervision, provide special education and related services embedded into the RI Pre-K classroom, be willing to attend RI Pre-K trainings and Communities of Practice, and achieve CECE approval for each class applied for in the application.

Award Amounts

This model is based on the per child cost awarded to LEA's through the funding formula. The maximum award will vary due to student success and poverty level factors. For example, if the state's funding formula provides \$6,600 per child, LEA's will be eligible to apply for \$4,400 per child to equal a per RI Pre-K child cost of \$11,000. LEA's who already exceed the per child cost, who have limited local funds, may apply for up to \$3,000 per child. LEA's can work with RIDE to determine their per child state allocation. LEA's can work with RIDE to determine their per child state allocation. The maximum RI Pre-K award for this service model is \$150,000.

Classrooms will be required to participate in all quality supports such as PDTA from the Center for Early Learning Professionals, SUCCESS, LISC and quality monitoring such as ECERS and CLASS. TSG can be provided at no cost to the district, if needed.

Application Instruction

To apply, providers will complete the application, submitting the appropriate documentation, along with the amount of state funding formula per child that is received. Children will be enrolled to these classrooms through the RI Pre-K lottery process.

Applicant Service Model Eligibility

Provider Type	Model 1 Traditional Funding	Model 2 Head Start Expansion	Model 3 Head Start Braiding	Model 4 CCAP Supplemental	Model 5 LEA General Education
Community Child Care	•			•	
Head Start Agency	•	•	•		
Public School LEA	•				•
Non-Public Schools	•				•

Quality Expectations

Regardless of the service model chosen, each classroom will function as a traditional RI Pre-K classroom and all providers will be held to the following consistent set of quality expectations, which describe RI's vision for high-quality Early Care and Education programs.

High-quality programs respect and value differences.

- Program leadership teams and teaching teams build trust by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms – including, but not limited to race, ethnicity, socioeconomic status, home language, country of origin, immigration status, ability, special need, religion, gender, gender expression, sexual orientation, housing status, and cultural background and experience.

High-quality programs create safe and positive environments.

- Program leadership teams and teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff.

High-quality programs advance play-based learning and responsive instruction.

- Program leadership teams and teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences and ensure that instruction is based on children's individual strengths, interests, and needs.

High-quality programs promote families' roles as primary caregivers, teachers, and advocates.

- Program leadership teams and teaching teams build relationships with families and communities in order to provide meaningful opportunities and resources that support children's development and the whole family's well-being.

High-quality programs work collaboratively towards continuous quality improvement.

- Program leadership teams and teaching teams use data to improve program and classroom quality in partnership with families and communities.

High-quality programs demonstrate strategic leadership.

- Program leadership teams and teaching teams build and use organizational culture, structure, and resources to promote and execute a shared vision for quality.

Application Guidance

Eligible Applicants

Pre-K funding will be offered to programs in a variety of settings in recognition of our diverse, high-quality early childhood delivery system. Eligible organizations include **licensed childcare programs, Head Start organizations, public schools, and non-public schools** that are able to operate a Pre-K classroom within the proposed guidelines and Pre-K policies. Applications will be accepted for Pre-K classrooms statewide, with prioritization of classrooms in **high need communities** serving children enrolled in the Child Care Assistance Program (CCAP) and that have been most impacted by COVID-19.

Pre-K grantees are expected to be enrolled at 20 children per classroom. If a program is restricted to 18 children by their Child Care License, a copy of that license must be included in the application. Funding decisions will be made based on the completion of all application sections and the quality of applications received across all communities.

Terms of the Grant

The Grant will begin **July 1, 2021**. The scope of the work may be modified by RIDE prior to beginning work on a given task. Subsequent years' activities may be modified by mutual consent, depending on the availability of funding and the successful completion of the grant deliverables, while maintaining RIDE CECE approval.

Applicants should be aware that they must comply with State Funded Grant Requirements which can be accessed here: [Grant Award Funding](#)

Application Timeline

Questions: Questions concerning this solicitation may be emailed to RIPre-K@ride.ri.gov no later than noon on February 26, 2021.

Send your questions in Microsoft Word format. Questions received, will be posted and answered on the RIDE website as an addendum to this solicitation on March 2, 2021. It is the responsibility of all interested parties to download this information.

Additional RI Pre-K information can be found here: [RIDE RI Pre-K Page](#)

Email Applications to: Zoe McGrath at RIPre-K@ride.ri.gov

- Subject Line (Program Name) RI Pre-K Application
- Email Attachments separately with titles

****Applications are due and must be received by 4:00 PM on Tuesday, March 23, 2021.**

Application Timeline

February 16, 2021:	Grant Application Posted
February 23, 2021:	Informational Webinar hosted by RIDE at 11:00 am
February 26, 2021:	Questions due by noon
March 2, 2021:	Questions and answers posted on the RIDE website
March 23, 2021:	Applications due by 4:00
April 5, 2021:	Tentative week of Phase 3 Interviews
April 12, 2021:	Tentative week of award notifications
April 19, 2021:	Recruitment for prospective families and students begins
April 30, 2021:	Online Lottery opens
July 5, 2021:	Student Applications due by 11:59 pm
July 8, 2021:	State lottery to select students

Application Instructions

For best results, download the application. Complete all sections thoroughly, provide evidence and documentation to support the application as requested. Any section not fully completed or not on a RIDE template will result in a loss of points or no points awarded. Refer to the detailed checklist at the beginning of the application. Completed applications should include all of the following.

1. Answers to the questions found within the following sections.
 - Section 1: Experience and Capacity in High Quality ECE
 - Section 2: Classroom Space
 - Section 3: Staff Qualifications
 - Section 4: Continuous Quality Improvement
 - Section 5: Proposed Service Model
 - Section 6: Budget application and narrative
2. Fiscal Year 2021 agency/school operating budget, which breaks out the various sources of revenue to the center or organization. For multi-purpose organizations, please provide an operating budget for the childcare center and overall organization.
3. A completed and signed W-9 (taxpayer identification number and certification). Form is available at www.purchasing.ri.gov.
4. Requested Attachments
5. Facility visits and interviews will be scheduled by RIDE as needed.

Evaluation Review Criteria

A review team convened by RIDE will review each ***complete*** application using following criteria.

Application Section	Category	Possible Points	Section Breakdown
Section 1	Experience and Capacity in High Quality ECE	20	<ul style="list-style-type: none">• Demonstrates a reasonable plan and capacity for RI Pre-K• Provides evidence of high quality EC programs• Demonstrate knowledge and commitment to serve at risk children and children who have experienced trauma
Section 2	Classroom Space	15	<ul style="list-style-type: none">• Provide a detailed description of how space meets regulations or will by start date• Site Photographs are included
Section 3	Staffing Qualifications	15	<ul style="list-style-type: none">• Key staff are identified and meet all necessary qualifications• Credentials, job descriptions, resumes are provided• Staff capacity and quality is demonstrated• If relevant, selection process is clearly described to attract high quality staff
Section 4	Continuous Quality Improvement	15	<ul style="list-style-type: none">• Instructional leadership is clearly explained and acknowledges the importance to successful student outcomes• Socioeconomic integration, continuity of care, community partnerships and innovation are present• Leadership and Educator Commitment forms are included
Section 5	Service Model Proposal	15	<ul style="list-style-type: none">• Demonstrates a clear, reasonable plan for implementing the proposed service model(s)• Detailed plan for matriculating students and utilizing current staff• Explanation of not displacing current children (Traditional Model)
Section 6	Budget Proposal and Narrative	20	<ul style="list-style-type: none">• Clear description of how grant funds will be used• Funds are reasonable to achieve the grant outcomes• Opportunities to leverage additional funds are identified and demonstrate cost effectiveness• Financial benefits and assumptions are articulated• Budget is submitted on RIDE forms
Priority Points	One Priority Point per bullet awarded as demonstrated by application	5	<ul style="list-style-type: none">• Higher % of CCAP children served• Higher % of economically disadvantaged (FRPL)• Score of 5 on ECERS for proposed classroom and team• Community significantly affected by COVID-19, per RIDOH• Previously achieved CECE approval in an RI Pre-K
Total		105	

Budget Breakdown

When creating your budget proposal and services model narrative please refer to the following estimated percentages for Pre-K budgetary allocations.

Pre-K Budget Categories	% of total proposed Pre-K Budget
Salaries <ul style="list-style-type: none">• Teacher and Teacher Assistant (100%)• Education Coordinator (estimated 20%)• Administrator (estimated 10%)• Substitutes (350 hours)	56%
Fringe Benefits <ul style="list-style-type: none">• mandatory state benefits• health insurance for Teacher and Teacher Assistant, Administrator and Education Coordinator	21%
Supplies and Materials, Equipment, and Professional/Technical Services <ul style="list-style-type: none">• educational materials• program supplies• equipment• furniture and fixtures• family engagement activities• food (supplemented by USDA CACFP revenue)• utilities (gas, oil, electricity)	23% <ul style="list-style-type: none">• 9 - 11% for supplies, materials, equipment and technical services• 10 - 12% for property services• 2% for indirect costs and other purchased services
Property Services <ul style="list-style-type: none">• rent/lease/mortgage• telephone and internet• maintenance	
Indirect Costs/Other Purchased Services <ul style="list-style-type: none">• office expense (i.e., payroll costs for Pre-K staff)• property insurance• printing and copying	

Sample Service Model Budgets

Model 1 – Traditional RI Pre-K Funding Budget Rationale

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

<u>Expense Category</u>	RI Pre-K Funds	Federal/State/ Local Funds
1. Employee Salary and Benefits	172,000	0
2. Purchased Services	0	0
3. Supplies and Materials	9,000	0
4. Property and Equipment	8,000	10,000
5. Printing	0	0
6. Office Expense	0	0
7. Other: <i>(describe)</i>	0	0
8.	0	0
Subtotal	0	0
Indirect Cost *	1,000	0
TOTAL	190,000	10,000

SAMPLE – RI PRE-K GRANT FUNDS

BUDGET DETAIL SHEET * FISCAL YEAR 2022

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator	.10	\$3,000	\$2,000
Education Coordinator	.25	\$10,000	\$5,000
Teacher	1.0	\$85,000	\$20,000
Teacher Assistant	1.0	\$27,000	\$18,000
Substitutes		\$1,500	\$500
TOTAL		\$126,500	\$45,500

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *		
TOTAL		

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage	Prorated cost per 1 classroom	
Building Maintenance	Cleaning and maintenance	
Telephone/Internet Services		
TOTAL		

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		
Property Insurance		
TOTAL		

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **	Breakfast, Lunch, Snacks not covered by CACFP	
Educational Materials	classroom supplies and materials	\$4,000
Program Supplies	curriculum	\$4,000

Family Engagement Activities		\$1,000
Utilities (Gas, Oil, Electricity)		
TOTAL		\$9,000

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures	replace broken/worn items	\$4,500
Equipment	Indoor/outdoor	\$3,500
TOTAL		\$8,000

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses	payroll, accounting, etc.	\$1,000
TOTAL		

Classroom Budget Request 190,000

TOTAL Budget Request 190,000

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

SAMPLE – LOCAL OR FEDERAL FUNDS (Any in-kind contributions)

BUDGET DETAIL SHEET * FISCAL YEAR 2022

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator			
Education Coordinator			
Teacher			
Teacher Assistant			
Substitutes			
TOTAL			

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *		
TOTAL		0

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage		\$10,000
Building Maintenance	Cleaning and maintenance	
Telephone/Internet Services		
TOTAL		\$10,000

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		
Property Insurance	Portion per classroom	
TOTAL		

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **		
Educational Materials	Classroom supplies and materials	

Program Supplies		
Family Engagement Activities		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures	Replacement of broken/worn items	
Equipment		
TOTAL		

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses	Payroll costs, reception, accounting	
TOTAL		

Classroom Budget Contribution: \$10,000

TOTAL Budget Contribution: \$10,000

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

Model 2 – Head Start Expanded Day/Year Funding Budget Rationale

The following budget template is a sample of how to build your grant award for RI Pre-K dollars to supplement a current 4-year-old classroom. The model is predicated on extending the teacher and teacher assistant time by approximately 8 hours and adding 10 days to the Head Start calendar to have a full 180 days.

Programs are expected to enroll their classrooms according to Head Start enrollment policies. There will be no children placed in these classrooms from the lottery. Grant awards are used to cover the cost accrued for the additional 10 days or extended hours.

Two budget forms are required with your application: one to represent the award amount you are seeking along with the federal Head Start contribution and the second to represent how the grant award dollars will be allocated. On the summary form you can either break out your cost categories for your federal funds or document as one lump sum. The scenario presented in the sample forms assumes that there are 18 children enrolled in your program that will be moving to the Pre-K room. The children who have turned 4 by September 1st are then counted towards the universal RI Pre-K seats.

Teacher and Teacher Assistant salaries must show parity to those received by a first to third step teacher in your school district.

Sample Budget – Head Start Extended Day and Year

The Contractor estimates that the budget for work to be performed under this agreement is as follows:

<u>Expense Category</u>	Pre-K Funds	Head Start Funds
1. Employee Salary and Benefits	29,000	0
3. Purchased Services	2,000	0
3. Supplies and Materials	4,000	0
4. Property Services	1,100	0
5. Printing	0	0
6. Office Expense	0	0
7. Other: <i>(describe)</i>	0	160,000
8.	0	0
Subtotal	0	0
Indirect Cost *	1,000	0
TOTAL	37,100	160,000

Sample – RI PRE-K GRANT FUNDS

BUDGET DETAIL SHEET * FISCAL YEAR 2022

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator	50 hours	\$2,000	\$1,000
Education Coordinator	100 hours	\$3,000	\$500
Teacher	400 hours	\$10,000	\$3,000
Teacher Assistant	400 hours	\$7500	\$2,000
TOTAL		\$22,500	\$6,500

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *		
TOTAL		

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage	Prorated cost per 1 classroom	\$500
Building Maintenance	Cleaning and maintenance	\$500
Telephone/Internet Services		\$100
TOTAL		\$1,100

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		\$1,000
Property Insurance		\$1,000
TOTAL		\$2,000

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **	Breakfast, Lunch, Snacks not covered by CACFP for added days	\$1,000
Educational Materials	classroom supplies and materials	\$1,000
Program Supplies	curriculum	\$1,000

Family Engagement Activities		
Utilities (Gas, Oil, Electricity)		\$1,000
TOTAL		\$4,000

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures	replace broken/worn items	\$0
Equipment	Indoor/outdoor	\$0
TOTAL		\$0

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses	payroll, accounting, etc.	\$1,000
TOTAL		

Classroom Budget Request 37,100

TOTAL Budget Request 37,100

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

Model 3 – Head Start Braided Funding Budget Rationale

The following budget templates are a sample of how to build your grant award for RI Pre-K dollars to supplement a current 4-year-old classroom. The model is predicated on a per child cost of \$11,000 for 44 weeks of RI Pre-K. RI Pre-K will fully support all children who enroll through the lottery.

Programs are expected to have a minimum of 9 children, currently enrolled in the program, who receive Head Start Funding and can have a maximum of 12. Careful planning of how the money will be used to support the classroom is critical.

Two budget forms are required with your application. One to represent the braided funding totals and the second to represent the amount of funding you are requesting through RI Pre-K.

The scenario presented in the sample forms assumes that there are 9 Head Start children enrolled in your program and 9 children that will be enrolled through the lottery. All amounts are approximate for the sample. Your numbers may be higher or lower than what is represented.

Teacher and Teacher Assistant salaries must show parity to those received by a first to third step teacher in your school district.

SAMPLE BUDGET - Head Start Braided Funding

The Contractor estimates that the budget for work to be performed under this Agreement is as follows:

Expense Category

	RI Pre-K Funds	Federal/State & Local Funds
1. Employee Salary and Benefits	0	0
4. Purchased Services	0	0
3. Supplies and Materials	0	0
4. Travel	0	0
5. Printing	0	0
6. Office Expense	0	0
7. Other: (<i>Head Start Funds</i>)	0	90,000
8.	0	0
Subtotal	0	0
Indirect Cost *	0	0
TOTAL	107,450	90,000

SAMPLE - RI PRE-K GRANT FUNDS

BUDGET DETAIL SHEET * FISCAL YEAR 2022

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator	.05	\$5,000	\$1,000
Education Coordinator	.10	\$9,000	\$1,500
Teacher	.50	\$30,000	\$4,000
Teacher Assistant	.50	\$20,000	\$3,000
Substitutes		\$1,000	\$250
Family Worker	.20	\$4,000	\$1,000
TOTAL		\$69,000	\$10,750

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *		
TOTAL		

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage	Prorated cost per 1 classroom	\$1,000
Building Maintenance	Cleaning and maintenance	\$1,000
Telephone/Internet Services		\$500
TOTAL		\$2,500

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		
Property Insurance		
TOTAL		

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **	Breakfast, Lunch, Snacks not covered by CACFP	\$5,000
Educational Materials	classroom supplies and materials	\$3,000

Program Supplies	curriculum	\$1,500
Family Engagement Activities		\$1,000
Utilities (Gas, Oil, Electricity)		\$1,000
TOTAL		\$11,500

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures	replace broken/worn items	\$2,000
Equipment	Indoor/outdoor	\$2,000
TOTAL		\$4,000

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses	Payroll, accounting, etc.	\$9,700
TOTAL		\$9,700

Classroom Budget Request \$107,450

TOTAL Budget Request \$107,450

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

Model 4 – CCAP Supplemental Funding Budget Rationale

The following budget templates are a sample of how to build your grant award for RI Pre-K dollars to supplement a current 4-year-old classroom. The model is predicated on a per child cost of \$11,000 for 44 weeks of RI Pre-K. RI Pre-K will support all children who enroll through the lottery, at a rate of 11,000 per child.

Programs are expected to have a minimum of 5 children, currently enrolled in the program, who receive CCAP funding. Careful planning of how the money will be used to support the classroom is critical.

Two budget forms are required with your application. One to represent the award amount you are seeking and the second to represent current CCAP funding being received by your program for children already enrolled. The scenario presented in the sample forms assumes that there are 9 children enrolled in your program that you will be moving to the RI Pre-K room. Children have turned 4 by September 1st and are eligible for the RI Pre-K classroom. Teacher and Teacher Assistant salaries must show parity to those received by a first to third step teacher in your school district.

SAMPLE BUDGET - CCAP Supplemental Funding

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

<u>Expense Category</u>	<u>Estimated Expenditures</u>	
	RI Pre-K Funds	CCAP Funds
1. Employee Salary and Benefits	99,000	59,500
5. Purchased Services	3,000	2,000
3. Supplies and Materials	18,000	2,275
4. Property Services	9,000	2,500
5. Printing	0	0
6. Office Expense	0	0
7. Other:	0	
8.	0	0
Subtotal	0	0
Indirect Cost *	1,000	1,725
TOTAL	130,000	68,000

SAMPLE – RI PRE-K GRANT FUNDS

BUDGET DETAIL SHEET * FISCAL YEAR 2022

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator	.10	\$3,000	\$2,000
Education Coordinator	.25	\$10,000	\$5,000
Teacher	.60	\$35,000	\$12,000
Teacher Assistant	.60	\$22,000	\$8,000
Substitutes		\$1,500	\$500
TOTAL		\$71,500	\$27,500

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *	0	0
TOTAL		0

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage	Prorated cost per 1 classroom	\$2,000
Building Maintenance	Cleaning and maintenance	\$2,000
Telephone/Internet Services		\$1,000
TOTAL		\$5,000

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		\$2,000
Property Insurance		\$1,000
TOTAL		\$3,000

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **	Breakfast, Lunch, Snacks not covered by CACFP	\$5,000
Educational Materials	Classroom supplies and materials	\$3,000
Program Supplies	Curriculum	\$8,000

Family Engagement Activities		\$1,000
Utilities (Gas, Oil, Electricity)		\$1,200
TOTAL		\$18,000

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures	Replace broken/worn items	\$1,500
Equipment	Indoor/outdoor	\$2,500
TOTAL		\$4,000

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses	payroll, accounting, etc.	\$1,000
TOTAL		

Classroom Budget Request 130,000

TOTAL Budget Request 130,000

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

SAMPLE – LOCAL OR FEDERAL FUNDS (CCAP Funds)

BUDGET DETAIL SHEET * FISCAL YEAR 2022

Number of Children Enrolled through the program: 9

Expected CCAP Reimbursement: \$68,000

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator	.10	\$3,000	\$1,000
Education Coordinator	.15	\$6,000	\$3,000
Teacher	.4	\$20,000	\$8,000
Teacher Assistant	.4	\$15,000	\$4,000
Substitutes		\$500	
TOTAL		\$44,500	\$15,000

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *		
TOTAL		

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage		\$1,000
Building Maintenance	Cleaning and maintenance	\$1,000
Telephone/Internet Services		\$500
TOTAL		\$2,500

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		
Property Insurance	Portion per classroom	\$1,000
TOTAL		\$1,000

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **		
Educational Materials	classroom supplies and materials	\$1,000
Program Supplies		\$1,000
Family Engagement Activities		\$500
Subscriptions and Dues		\$250
Utilities (Gas, Oil, Electricity)		
TOTAL		\$2,275

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures	replacement of broken/worn items	\$1,000
Equipment		
TOTAL		\$1,000

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses	Payroll costs, reception, accounting	\$1,725
TOTAL		\$1,725

Classroom Budget Contribution: \$68,000

TOTAL Budget Contribution: \$68,000

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

** Net reimbursement from USDA CACFP

Model 5 – LEA General Education Expansion Funding Budget Rationale

The following budget template is a sample of how to build your grant award for RI Pre-K dollars to operate a general education RI Pre-K 4-year-old classroom. The model is predicated on a per child cost of \$11,000 for 44 weeks of RI Pre-K.

Programs are expected to blend their funding formula state aid with RI Pre-K funds to equal a per child cost of approximately \$11,000. Careful planning of how the money will be used to support the classroom is critical. Funds may be allocated for salaries, equipment and/or materials to support a high-quality classroom.

Two budget forms are required with your application. One to represent the award amount you are seeking and the second to represent the blend of RI Pre-K and funding formula funds being received by your district. Children must turn 4 by September 1st to be eligible for the RI Pre-K classroom. These children will be selected during the RI Pre-K lottery process in the Spring.

SAMPLE BUDGET – LEA Blended Funding

The Contractor estimates that the budget for work to be performed under this agreement is as follows:

<u>Expense Category</u>	Pre-K Funds	Federal/State & Local Funds
1. Employee Salary and Benefits	0	0
6. Purchased Services	0	0
3. Supplies and Materials	0	0
4. Property	0	0
5. Printing	0	0
6. Office Expense	73,000	125,000
7. Other: <i>(describe)</i>	0	0
8.	0	0
Subtotal	0	0
Indirect Cost *	0	0
TOTAL	73,000	125,000

SAMPLE – RI PRE-K GRANT FUNDS

BUDGET DETAIL SHEET * FISCAL YEAR 2022

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
Administrator			
Education Coordinator (Gen Ed	.25	\$10,000	\$3,000
Teacher			
Teacher Assistant			
Substitutes			
TOTAL		\$10,000	\$3,000

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Catering/Purchased Food Services *	0	0
TOTAL		0

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage	Prorated cost per 1 classroom	
Building Maintenance	Cleaning and maintenance	
Telephone/Internet Services		
TOTAL		

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Printing/Copying		\$2,000
Property Insurance		
TOTAL		\$2,000

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Food/Snacks **	Breakfast, Lunch, Snacks not covered by CACFP	\$5,000
Educational Materials	Classroom supplies and materials	\$12,000
Program Supplies	Curriculum	\$12,000

Family Engagement Activities		\$4,000
Utilities (Gas, Oil, Electricity)		
TOTAL		\$33,000

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures	replace broken/worn items	\$11,500
Equipment	Indoor/outdoor	\$12,500
TOTAL		\$24,000

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Office expenses	payroll, accounting, etc.	\$1,000
TOTAL		

Classroom Budget Request 73,000

TOTAL Budget Request 73,000

* Please include a detail budget sheet for each state fiscal year (July 1st – June 30th)

RI Pre-K Policy Guidance

RI Pre-K Policy Guidance

Participation in RI Pre-K includes many grantee obligations that support program quality and continuous improvement with the goal of improved child outcomes. Below is a summarized list of the RI Pre-K Policies. Selected grantees are provided a Pre-K Policies guidance document upon award of the grant, which will provide further policy details. Programs and districts considering applications for funding should be prepared to meet the following Pre-K Policy Requirements as of September 8, 2021.

Staff Requirements

Compensation

All RI Pre-K Education Coordinators, Lead Teachers and Teacher Assistants are compensated with a competitive salary and benefits based on their credentials, experience, and past performance. Salaries and benefits should support pay parity with salaries received in comparable education positions, for example those given in public schools, and among K-12 educators.

Education Coordinator

Have identified, at the time of application, an individual that will serve as the Education Coordinator for the RI Pre-K classroom(s). This person must meet the qualifications for Education Coordinator as specified in Standard 4.1 in the RIDE Comprehensive Early Childhood Education Programs Standards for Approval and commit to working the entire 44-week Pre-K program year. Preference is given to applicants that identify an Education Coordinator that meets [CECE Regulations](#) prior to the start of school (RIELDS, Mentoring, Supervision and Leadership). One Education Coordinator may not oversee more than nine classrooms. When supervising nine RI Pre-K classrooms, the Education Coordinator may not serve any additional role within the school or organization. Grantees will be required to submit staff job descriptions to RIDE for approval.

Pre-K Education Coordinators provide teaching staff with regular and ongoing supportive supervision and feedback, promoting professional reflection, growth and guidance on instructional cycle and classroom practices on at least a bi-monthly basis. Pre-K Education Coordinators participate actively in monthly PD/TA and Community of Practice opportunities.

Teacher Qualifications

Staff each RI Pre-K classroom with a Teacher who meets the qualifications for early childhood teachers as specified in Standard 4.2 of the RIDE [CECE Regulations](#). Pre-K Teachers in public schools must possess a Preschool-2nd grade certification. Grantees will be required to submit staff job descriptions to RIDE for approval. Pre-K Teachers are required to participate actively in monthly PD/TA and Community of Practice opportunities.

Teacher Assistant Qualifications

Staff each RI Pre-K class with a Teacher Assistant, who meets the qualifications for teacher assistants as specified in Standard 4.3 of the RIDE [CECE Regulations](#). Grantees will be required to submit staff job descriptions to RIDE for approval. Pre-K Teacher Assistants are required to participate actively in ongoing PD/TA and Community of Practice opportunities.

Staff Attendance

Grantees are responsible for ensuring that RI Pre-K teaching staff (Teacher and Teacher Assistants) are present, other than for illness or personal reasons (maternity or family leave), while the Pre-K school year is in session. Pre-K teachers are not expected to access vacation time, outside of the pre-determined calendar vacations, during the school year.

Staffing Changes

Grantees are responsible for notifying RIDE Pre-K Administrators of any educational staff (Education Coordinator, Teacher, and Teacher Assistant) changes, extended absences due to illness, resignations, or maternity leaves, when they occur during the Pre-K school year or while under grant. When staffing changes occur throughout the year grantees will provide a written plan, which addresses these changes and maintains required staffing expectations.

Data Tracking

The program and all Pre-K instructional staff will register and maintain their profiles in the ECEDS early childhood workforce registry to track staff qualifications, professional development plans and professional development hours.

Participation in PD/TA

The Administrator, Education Coordinator, Teacher and Teacher Assistant are required to participate in state approved professional development and technical assistance activities. This includes mandatory participation at a Pre-K orientation, the Pre-K Kick-Off event in August, and an End of the Year Education Coordinator Meeting in June. Staff are required to meet a minimum of one time per month with their assigned Technical Assistance Specialist on site. Pre-K Teacher Assistants, Teachers, and Education Coordinators are expected to participate in monthly Professional Development offerings, for a minimum of 20 hours of required attendance. Budgets should include adequate sub coverage in order to meet this requirement.

RIELDS

All Pre-K staff must complete RIELDS professional development coursework appropriate to their role within the first granted school year. The number of hours depends on one's role. Preference will be given to applicants that propose staff who have completed RIELDS training, appropriate to their position, prior to the start of school. [RIELDS](#)

Recruitment, Lottery, Enrollment**Recruitment Plan**

Grantees are responsible for developing a RIDE approved Pre- K recruitment plan and completing all activities related to recruitment. Recruitment efforts are to begin immediately following award notification. Grantees are to assist families with submitting lottery applications to the RI Pre-K lottery.

Selected grantees will begin implementation of their RIDE approved recruitment plan, in partnership with RIDE, and will ensure that the outreach and recruitment focus on children of

high need including children of low and moderate income families, differently abled, multi-language learners and children within the welfare system and experiencing homelessness.

Recruitment efforts shall include: making applications available to all families, disseminating RI Pre-K lottery information to interested parties in their communities, sharing lottery information on their website, using the organization's social media pages, participating in local community events, communicating with interested families' in-person, or via phone or e-mail, entering Application information into the online lottery system for families who are eligible and who completed paper applications, and provide families tours of the program during the recruitment and application period.

Lottery Expectations

Children are randomly selected for participation in the program using a RIDE supervised lottery system. The computerized RI Pre-K lottery is held prior to the start of the school year. On the day of the lottery selection the RIDE Pre-K Administrator will electronically share the list of children who were selected, as well as children placed on a waiting list. These lists are systematically ranked to determine eligibility and should be retained in the selected order.

Enrollment and Eligibility

The grantee will ensure that all required documentation of child eligibility is valid and accurate. All eligibility documents will be maintained at the program site and available for review during the monitoring process. This documentation must be kept at the program for five years, and then destroyed.

Pre-K grantees must work with RIDE to ensure that all RI Pre-K seats remain full at 20 children. When vacancies arise, grantees must notify RIDE, select the next eligible child on the waitlist, or continue recruitment efforts until the seat is full.

Orientation Session

Grantees are required to host an Orientation Session for families prior to the start of the program school year. Grantees must provide RIDE with documentation of the event, including date, attendance and event content.

Curriculum and Assessment

High-Quality ECE Curriculum

To promote learning across all domains of the RI Early Learning and Development Standards all RI Pre-K programs will implement a high-quality early childhood education curriculum from a RIDE endorsed list of ECE curriculums.

Curriculums will be used with fidelity to ensure a variety of rigorous learning experiences are provided that are responsive to a child's developmental and individual needs. The curriculum is planned and refined using authentic assessment data that enables an understanding of individual student learning.

All approved curriculums build on students' interests, explore topics that are relevant to the school community, embraces student's home culture, meets the needs of linguistically diverse learners, and are designed to support individualized instruction for children with a disability.

Currently, this list includes:

- Creative Curriculum for Preschoolers 5th and 6th editions
- High Scope for Preschoolers
- Boston Public Schools with additional Math supplements

RIDE will continue to review current trends in ECE curriculums and amend the endorsed curriculum list as needed. Programs interested in using a locally developed curriculum in lieu of a RIDE endorsed curriculum should contact RIDE to discuss an alternative curriculum approval process.

Social and Emotional Learning

All instruction within RI Pre-K programs should be supportive of children's social and emotional needs. The classroom climate should be safe, respectful, welcoming, and promote positive peer relationships and self-confidence. All Pre-K classroom staff are expected to consistently model expected learning and behavioral skills for students, promoting classroom management practices that are positive and supportive, helping children develop and manage appropriate behavior and social skills. Pre-K classrooms will provide additional or supplemental supports for children requiring targeted social and emotional strategies as needed.

Presently, RI Pre-K programs are using Conscious Discipline (CD) to support social and emotional learning within the classrooms. Education Coordinators, classroom teaching staff, supplemental and support staff are all receiving professional development and technical assistance as they work to design the classrooms and embed CD techniques and supports into teaching practices.

Formative Assessment Practices

Authentic assessment relies on teachers' observations of children's behavior during everyday activities and collections of student work to provide evidence about children's knowledge and abilities, to continuously monitor and support children's learning across all domains of development.

Pre-K grantees are required to use Teaching Strategies Gold, which is paid for and supported by RIDE. Grantees will be required to conduct on-going progress monitoring and an analysis of student work and observations continuously throughout the year. TSG checkpoints are identified three times a year during fall, winter and spring dates when assessment data is formally reviewed by RIDE and shared with families during conferences.

All programs must have an assessment plan, which outlines how assessment is supported and utilized within the classrooms, when teachers have time for reviewing, entering and reflecting on assessment data, how the data supports and informs the instructional cycle and teaching

practices. TSG requires ongoing documentation and review from teachers and Education Coordinators, which speaks to their analysis and use of data in curriculum planning.

Teaching staff use information from the authentic assessment system to differentiate instruction for each child, including linguistically diverse learners, to monitor progress toward mastery of IEP goals for children with a disability and to help families understand and support all children's learning.

CECE Approval

CECE Approval Process

The program or school that houses the RI Pre-K classroom(s) must apply for and achieve Comprehensive Early Childhood Education (CECE) program approval for each RI Pre-K classroom(s) within the first fiscal year of the grant. The RIDE CECE Standards represent the highest bar in the quality continuum for RI preschool and kindergarten programs. CECE Program Standards articulate the state's highest expectations for physical facilities, health, safety, nutrition, enrollment, staffing, staff qualifications, professional development, program administration, curriculum, child assessment and family engagement, the instructional cycle and weekly lesson planning. The RIDE CECE Standards may be accessed here: [CECE Regulations](#)

All applicants must assure and submit evidence that they completed the CECE RIDE Comprehensive Early Childhood Education Standards Self-Assessment and that they have the intent and capacity to meet all CECE standards within the first year. The CECE Self-Assessment may be accessed here: [CECE Program Self-Assessment](#)

Program Facilities and Classroom Space

Programs must identify and maintain program facilities and classrooms space that meet CECE requirements. Proposed classrooms must not displace children across any age level.

Programs must review the CECE Facilities Visit Classroom Checklist and CECE Facilities Visit Program Checklist and provide an assurance that they have identified site, classroom and outdoor space that presently meets core facilities-related standards, or that the program has the intent and capacity to ensure program and classroom space that will meet CECE standards prior to the beginning of the school year. This will be verified using the submitted photographs and by site visits from RIDE or LISC consultants.

Programs that do not believe they can meet all standards by the start of the school year and can demonstrate that standards not met do not prevent a safe environment may submit a timeline and a plan to meet remaining standards with their application submission.

In addition to these initial self-assessments, programs must in an ongoing way review feedback received as a result of CECE monitoring for continuous quality improvement.

Special Education and Screening

Special Education Services

Across all Pre-K classrooms, instructional strategies are grounded in knowledge of child development and the sequences through which children learn new concepts and skills. All strategies and activities ensure rigorous instruction and are differentiated to meet the needs of diverse learners.

Programs are expected to support the identification, provision and implementation of special education services within classrooms. Pre-K programs are expected to engage, communicate, and work with families and the local special education teams to support the referral process, the development of IEP goals and the implementation of IEP goals within the classroom.

Communication between the general education and special education teams is two-way and collaborative in nature. Collaborative meetings are scheduled monthly to discuss progress and support implementation within the classroom. Collaboration between the special education team and Pre-K staff assures that a child's Individualized Education Program (IEP) goals, intentional teaching practices, accommodations, and supplementary supports are fully embedded into all planned learning activities for children with disabilities.

Participation in General Education

Developmental Screening

All children enrolled in RI Pre-K must be screened by the LEA's Child Outreach office within **45 calendar** days of their first day of attendance. Screening is conducted in the student's native language. Results of the development screening are provided to families; program staff support families to identify needed resources in order to follow up appropriately on the results of the screening.

Family Supports

Pre-K Attendance

Enrolled children are required to regularly attend the full school day program in order to maintain their enrollment seat. Programs are expected to communicate attendance policies and procedures during enrollment and at orientation. Programs are expected to provide RIDE with information monthly on children's attendance and to maintain detailed notes about causes for children's absences and the ways in which families have been communicated with regarding the absences.

Before and After-School Care

Grantees are responsible for providing wrap-around childcare OR have a very strong connection with and transportation to and from at least one childcare or family childcare provider for families. Grantees will be required to submit documentation of before and after-school opportunities, which speaks to the availability of these services for families, how this information is shared with families and how families access this service.

Identified providers must be an approved Child Care Assistance Provider (CCAP). Pre-K partners need to be actively serving CCAP children and demonstrate a commitment to preserving their participation within the CCAP system.

Comprehensive Services

Pre-K grantees are required to support families in accessing outside needed services. These include access to housing and food assistance, health and mental health coverage, transportation assistance, etc. Programs must have a mechanism for helping families assess any potential needs and for making referrals. Grantees are required to provide a Comprehensive Services Plan for how this is managed as part of their application for CECE approval. Strategies may include home visits, the use of family assessments, individual parent conferences etc. RIDE is in the process of working with the Department of Health to build a Comprehensive E-Referral System, once operational, grantees will be required to use this system.

Suspension and Expulsion

Implement and abide by the US Department of Health and Human Services and US Department of Education's joint policy statement on suspensions and expulsions in early childhood settings. Suspension and expulsion are generally not considered to be in the best interest of children and families and therefore, are practices which are not supported in RI Pre-K classrooms. When Pre-K grantees have a child they are concerned about, they will work with the family, teacher, local school district and community supports, such as [SUCCESS](#), in order to formulate a plan for supporting the child in the classroom. During this time the program should maintain communication with RIDE and their TA provider. If all other options have been exhausted and removal is a final consideration approval must be obtained by RIDE.

Kindergarten Transition

RI Pre-K programs support families and children as they transition into and out of programs. Programs are required to develop and implement a Kindergarten Transition plan, which includes a variety of strategies for supporting children and families during the transition time. Teaching staff plan intentional, developmentally-appropriate learning experiences that support children to transition smoothly into and out of the program.

Pre-K programs collaborate with their local elementary schools to share child level data and outcome information and support families in learning about kindergarten options and enrollment. The program provides information to families about what children will learn in kindergarten and how families can continue supporting children's learning during the transition.

Quality, Monitoring and Reporting

BrightStars Participation

RI Pre-K programs must participate in BrightStars, the state's Quality Rating and Improvement System. To apply for an RI Pre-K, providers must be actively involved in BrightStars and have a minimum star rating of a 3, 4 or 5 prior to receiving their initial RI Pre-K grant award.

Program Evaluation

Grantees are required to participate in any and all RIDE funded evaluation of the RI Pre-K program. This includes meeting all Pre-K deliverables, providing information to evaluators and RIDE Administrators as requested, ensuring staff are available to meet with and respond to evaluators' requests and maintaining accurate and up to date records in the state's workforce registry system.

Administrative and Fiscal Reporting

Grantees assume all administrative responsibilities associated with participation in this program and its evaluation, including providing RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.

Scope of Work

2021-2022 RI Pre-K Tasks and Deliverables

Task	Deliverables	Schedule
1	Operate for a minimum of 6 hours per day and 180 days per year, beginning no later than September 8, 2021 as indicated on a school year calendar.	July 2021 – June 2022
2	Meet all CECE and RI Pre-K requirements and qualifications for staff, as well as pay parity, benefits and compensation.	July 2021 – June 2022
3	Meet all recruitment/eligibility/enrollment requirements. <ul style="list-style-type: none">• Respond to requests for visits/information about Pre-K• Manage the lottery process• Contact selected families after they receive an initial email notification from RIDE regarding lottery results• Ensure applicants meet state specified requirements regarding age, primary residence and income verification	April 2021– August 2021
4	Maintain an active enrollment of 18-20 children per class. Work with RI Pre-K partners to manage wait lists and ensure seat vacancies are filled in a timely manner.	September 2021- June 2022
5	Conduct Orientation Sessions for families prior to the start of school and provide documentation of the orientation(s).	August 2021- September 2021
6	Utilize a RIDE approved HQ curriculum with fidelity.	July 2021- June 2022
7	Achieve CECE approval for <i>each</i> RI Pre-K classroom.	July 2021- June 2022
8	Arrange and provide evidence of an annual Playground Inspection. (CPSI)	July 2021– June 2022
9	Maintain attendance records and submit documentation as directed by RIDE.	September 2021- June 2022
10	Develop and implement a Before and After-School Plan, which includes partnerships and transportation options.	July 2021- June 2022
11	Attend USDA Child and Adult Care Food Program (CACFP) training, enroll and manage food program.	July 2021- June 2022
12	Participate in all program and child level evaluations.	July 2021- June 2022
13	Implement and abide by the US Department of Health and Human Services and US Department of Education’s joint policy statement on suspensions and expulsions in early childhood settings.	July 2021- June 2022

14	Agree not to collect parent fees for any part of the RI Pre-K program (6 hours, 180 days).	July 2021- June 2022
15	Collect and provide RIDE with child level demographic data.	October 2021
16	Be fully staffed and prepared to participate regularly in required Pre-K professional development and technical assistance.	July 2021- June 2022
17	Develop and maintain collaborative relationships with community partners and seek comprehensive resources to ensure full support of all children and families.	July 2021- June 2022
18	Utilize Teaching Strategies GOLD timely and appropriately. Provide RIDE access to student data and program reports for monitoring and evaluation purposes.	July 2021- June 2022
19	Work with LEA Child Outreach programs to screen each child within the first 45 days of school.	July 2021- June 2022
20	Actively participate with BrightStars and move up the quality continuum.	August 2021– June 2022
21	Collaborate with families and schools to facilitate and support special education services for enrolled children within the classroom environment.	July 2021– June 2022
22	Collaborate with families and local schools to facilitate the registration process and transition to kindergarten.	September 2021– June 2022
23	Assume all administrative responsibilities associated with RI Pre-K and its evaluation including providing RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.	July 2021- June 2022
24	Plan for and ensure RI Pre-K classroom staff will have a minimum of 2 hours a week for instructional cycle (curriculum, assessment, reflection, IESCE) and prep time.	July 2021- June 2022
25	Commit to and invest in supportive and reflective leadership to support the RI Pre-K program, teachers and families to increase positive child outcomes.	July 2021- June 2022